

# 整合課程測驗試題之分析

## Item Analysis of Tests for Integrated Courses

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### 摘要

整合課程測驗命題是台大醫學院一連串教育改革中重要的一環，本研究的主要目的即在分析與檢討此一測驗的結果與其影響，特別是針對測驗的方式較相似的解剖學與病理學兩科，分別探討和比較其測驗的結果、題目的困難度與區別性，以及學生對題目與本次測驗的意見等。分析的結果發現本次的測驗結果，基本上學生都考得算是還不錯，特別是病理學，其平均分數竟高達 84.29 分，整體分數的分配上是偏高的且較集中，而解剖學的平均分數則為 70.58 分，在分數的分配上比較呈常態。對題目困難度與區別性所作分析的結果，則顯示解剖學的題目在平均困難度上，比病理學要高一些，而兩者的平均區別性則無顯著的差別，這結果和考試的成績是一效的。但是，這與學生對考題的評量卻有稍許的差異，參加解剖學測驗的學生比參加病理學測驗的學生，有較少比例的人認為考試題目太難。此外，在分析學生對考試題目的評量後，發現不論是解剖學或是病理學，題目的清晰度是學生評量中最高的，其次是與臨床的相關性。綜合分析的結果發現雖然本次的測驗有許多待改進之處，但是此次測驗的方向與宗旨是值得肯定與繼續的，學生也多數都認同此種測驗的必要性，而且測驗的結果也和其所設定的目標一致，希望本研究的結果可以為往後提供一些有用的建議與參考。

### Abstract

The test for integrated courses in the initial stage is one of the important steps in improving medical education at National Taiwan University. The purpose of this study is to analyze and evaluate the results of this test. Only the tests of anatomy and pathology were included, because the same format of multiple choice is used in these two tests. The score distributions, average difficulty and discrimination of the items, and students opinion of these two tests were compared. In general, the students performed well on both anatomy and pathology tests. The average scores for the pathology and anatomy tests were 84.29 and 70.58 respectively, and the distribution of the scores for the pathology test was more skewed than that of the anatomy test.

The results of analyzing difficulty and discrimination showed that the anatomy test was more difficult than pathology test on the average, but the average discrimination of one test did not significantly differ from the other. The results were conforming to the score distributions of the two tests, but the students opinions did not correspond to the difficulty level of the questions. According to the students rating of the tests, the less proportion of the students who took the anatomy test felt the questions were very difficult than that of the students who took the pathology test.

In summary, the results of this study suggested that the results of the test were consistent with its goal. Although there were many defects needed to be improved for the whole test. However, the purpose and intention of the test were affirmative. The most of the students who took the test believe this kind of test is favorable.